Guidelines for Identifying Children with Disabilities

Intellectually Gifted

State Department of Education
Division of Special Education
September 2003 Update

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Recognition and appreciation is extended to the following individuals representing general and special educators, administrators, related service professionals, higher education faculty, parents, and advocates, for their contributions, time and effort in the development of this document: We would like to thank Mr. Joseph Fisher, Assistant Commissioner of Special Education for his support of this endeavor.

Intellectually Gifted Task Force

Enid Amos
Assessment Consultant (former)
Tennessee Department of Education

Bobbie Bolt
Gifted Coordinator and Teacher
Oak Ridge City Schools

Pam Read Bowers
Past President--(TASP)
Jackson-Madison County Schools

Judy Butler
Curriculum Director
Williamson County Schools

Paula Butler
Special Education Supervisor
Jackson-Madison County Schools

Judy Collins
Gifted Coordinator (Retired)
Memphis City Schools

Kay Dayton
Parent/Advocate
Counselor--Volunteer State (VSCC)

Dr. Amy Dietrich
College of Education
University of Memphis

Carol Hendlmyer
Gifted Coordinator
Williamson County Schools

Carol Irwin
ESL Consultant
Tennessee Department of Education

Joy Kerby
Gifted Coordinator
Loudon County Schools

Dr. Zaf Khan
Director of Educational Research and Improvement
State Department of Education

Dr. Josie McCamish
Past-President and Advocate-- (TAG)
Rutherford County Schools

Dr. Robbie Melton
Associate Vice-Chancellor of Academic Affairs-Tennessee Board of Regents
Executive Director-The Renaissance Center

Donna Palmer
Lead School Psychologist
Hamilton County Schools

Dr. Marie Peine
Gifted Coordinator and Teacher
Sevier County Schools

Dan Predmore
Gifted Coordinaor
Hamilton County Schools

Mike Puncsak
Advocate and Representative--(NASP)
Knox County Schools

Dr. Francine Reynolds
School Psychologist
Knox County Schools

Dr. Mae Alice Ridley
Director-Tennessee Office for Civil Rights
Tennessee Department of Education

Becky Sadowski
Gifted Coordinator
Memphis City Schools

Ann Sanders
Director of Assessment, Information, and Research (Task Force Chair)
Tennessee Department of Education

Louise Smith
Associate Director of Pupil Services
Sumner County Schools

Veronica Stronach
Migrant Consultant
Tennessee Department of Education

Peggy Thigpen
Interim Coordinator
Metro-Davidson County Schools

Nettie Porter Tipton
Director of Elementary Education
Shelby County Schools

INTRODUCTION

Section 1

POLICY STATEMENT

The guidelines contained in this document reflect sound educational practices consistent with the goals and objectives of Tennessee's Intellectually Gifted education program and incorporate policies and practices designed to identify and serve students from traditionally underrepresented populations. These students represent a substantial untapped potential. Tennessee's State Department of Education has attempted to facilitate the mutually inclusive goals of excellence and equity for all students in our state.

Title VI of the Civil Rights Act prohibits school districts from intentionally discriminating against children on the basis of race, color, or national origin by denying them access to, or treating them differently in providing services, aids, opportunities and benefits as a student. Title VI also provides that school districts may not utilize "criteria or methods of administration" that have the effect of subjecting individuals to discrimination because of their race, color or national origin, or have the effect of defeating or substantially impairing accomplishment of the objectives of the program for individuals of a particular race, color or national origin. These requirements are applicable to Tennessee school districts (*Title VI of the Civil Rights Act of 1964*), as recipients of federal financial assistance, and pursuant to the requirements of the State's Title VI implementing statute (*42 U.S.C. Sections 2000d et seq.*). The memorandum from the Department of Education, "Title VI of the Civil Rights Act of 1964 – Data Collection and Analysis Policy Statement", dated September 4, 1998 sets forth the basic framework for a Title VI compliance assessment.

THE IMPLEMENTATION OF CHILD FIND, SCREENING, EVALUATION, AND PROGRAMMING PROCEDURES MUST BE VIEWED AS A CONTINUALLY EVOLVING PROCESS. THE DEPARTMENT OF EDUCATION IS COMMITTED TO EVOLVE WITH THESE EFFORTS, AS EDUCATIONAL ASSESSMENT AND INSTRUCTIONAL PRACTICES RESEARCH CONTINUES TO DEVELOP.

Intellectually Gifted

1. Definition

State Board of Education Rule 0520-1-9-.01 (15) (h) "Disabilities"

"Intellectually Gifted" means a child whose intellectual abilities and potential for achievement are so outstanding that special provisions are required to meet the child's educational needs.

2. Eligibility Standards

a. Evaluation of intellectually gifted shall include:
   (1) assessment through a multi-modal identification process, wherein no singular mechanism, criterion or cut-off score is used for determination of eligibility; and
   (2) evaluation and assessment of the following components:
      (a) academic achievement,
      (b) academic performance,
      (c) creative thinking, and
      (d) cognition or intelligence.

b. Eligibility for an individual child is based on analysis of this information. The screening and comprehensive assessment results must meet specific eligibility standards based on multiple criteria and multiple assessment measures.

c. The standards for intellectually gifted are present and cause an adverse affect on educational performance in the general education curriculum or learning environment.

3. Evaluation Procedures

a. Evaluation shall include the following:
   (1) systematic child find and individual screening in the areas of:
      (a) academic performance,
      (b) creative thinking, and
      (c) academic achievement (if needed);
   (2) a team review of individual screening results;
   (3) referral for individual comprehensive assessment based on results from individual screening information Individual evaluation procedures shall include appropriate use of instruments that are sensitive to cultural, linguistic, and economic differences or sensory impairments. The comprehensive assessment shall include:

(a) individual evaluation of cognition or intellectual ability; and

(b) individual evaluation of academic performance, creative thinking, and academic achievement. The need for expanded assessment and evaluation in each of these areas is determined based on the results of the individual screening;

(4) evaluation procedures in all of the four component areas of evaluation shall be completed for program and services planning regardless of the criteria used to make the final eligibility determination; and

(5) assessment and documentation of how the child's intellectual giftedness adversely affects educational performance in the general education curriculum or learning environment.

4. Evaluation Participants

a. Information shall be gathered from the following persons in the evaluation of intellectual giftedness:

(1) the parent(s) or guardian of the child;

(2) the child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age, who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child);

(3) an appropriately licensed school psychologist, licensed psychological examiner[1], or licensed psychologist; or licensed psychologist;

(4) a person who meets the employment standards in gifted education, or a licensed special education teacher; and

(5) other professional personnel, as needed.

[1] Includes Licensed Senior Psychological Examiner

COMMUNITY AWARENESS AND GIFTED CHILD FIND

Child find is an activity that involves all available resources within the community. The effectiveness of a child find program depends upon the involvement and cooperation of state and local agencies, professional groups, and special interest groups. Interagency cooperation generates one of the most effective and efficient means of identifying and locating children with suspected high intellectual potential and children whose needs are not being met through the child's environmental opportunities. In order to identify all children and youth with high intellectual potential, community residents must be made aware of the need for identifying and serving such children and of the benefits which may result from early identification and the provision of appropriate services.

INVOLVEMENT OF MEDIA/COMMUNICATION RESOURCES

Varying methods should be utilized to acquaint the public with child find programs for gifted children. The following types of media may be effectively utilized in an awareness campaign:

1. Radio and TV
2. Newspapers, including community publications
3. Grocery sack stuffers
4. Stuffers for utility bills, bank statements or cable TV bills
5. Posters
6. Brochures
7. Films/tapes
8. Newsletters to school personnel and other agencies
9. Letters to parents
10. Enclosures in AFDC or other public payment envelopes
11. Bumper stickers

INVOLVEMENT WITH OTHER AGENCIES

Interagency cooperation must begin with an analysis of those public and private resources available and responsible agencies. Agencies that may help the Local Education Agency (LEA) to provide a continuum of child find services include the following:

1. Tennessee Early Intervention System
2. Public Health Departments
3. Department of Human Services (DHS)
4. Department of Children's Services (DCS)
5. Head Start Programs
6. Child Development Centers
7. Day Care Centers
8. Families First Preschool Centers
9. Tennessee Early Childhood Technical Assistance System (TECTA)
10. Title I Preschool Programs

INVOLVEMENT OF COMMUNITY RESOURCES

Community input and access may include, but is not limited to:

1. Public housing
2. Recreational centers (i.e. - YMCA, Boys/Girls Clubs)
3. Public Library
4. Churches, synagogues, and other religious centers
5. Pediatricians and/or family physicians
6. Community-based clubs (i.e. - 4-H, Boy/Girl Scouts)

Child Find is an extensive effort to locate all children who are potentially gifted by informing all stakeholders (parents, students, teachers, community) of the characteristics of children who are gifted and the availability of services for children identified as gifted. Each school system is required to develop and implement, according to state guidelines, a written plan for serving gifted students. The components of this plan incorporate the requirements of the Title VI Resolution Agreement between the Office for Civil Rights and the Tennessee Department of Education. The *LEA Gifted Plan* must be submitted for approval no later than December 1, 2001 and will be kept on file at the State Department of Education upon approval.

The *LEA Gifted Plan* must include narrative descriptions of the following:

1. Philosophy
2. Program goals
3. Referrals
    a. Public awareness
    b. School Screening Teams

    c. Screening criteria
4. Evaluation
5. Eligibility
6. Service delivery options
7. Grievance procedures
8. Data tracking system
9. Alternative/Enrichment programs

The *LEA Gifted Plan* will be distributed to special education directors and LEA superintendents at the beginning of the school year. The *Checklist for Assessment of Gifted Programs* may be used as a tool for the development of the *LEA Gifted Plan*.

The Department has developed a child find brochure *(High Intellectual Potential Students)* which may be used by school systems in these efforts. This brochure is available in color on Tennessee's State Department of Education Website and can be downloaded for reproduction. These brochures should be made available in each school's central office and in community locations—such as local health department facilities, pediatricians' offices, community centers, and public libraries. Other suggested child find implementations include: student handbooks, parent orientation meetings, school registration packets, and local media presentations. Systems are encouraged to use effective means of informing the entire community. Response to child find efforts should result in referrals. These referrals could come from multiple sources, which include parents, outside agencies, and teachers.

UNDERREPRESENTED STUDENTS

Child find activities must be concerned with all children, regardless of the school system's service delivery model for children identified as intellectually gifted. Intellectual giftedness is found throughout diverse populations and crosses all economic and cultural boundaries. Early identification and intervention is often required to meet the unique needs of children from culturally divergent and/or traditionally underrepresented student populations. When school systems develop child find and public awareness campaigns, special effort should be made for finding hard-to-reach children whose parents might not be aware of the need for, or the availability of services for high ability students. Methods should also be planned to reach persons in the community who may not understand English language materials and broadcasts as well as persons living in rural or isolated geographical areas. Particular attention should be given to children from culturally diverse, economically disadvantaged, or disability populations during the child find process. School systems must be able to assure their communities that traditionally underrepresented children who demonstrate characteristics of intellectual giftedness are recognized and given a chance to receive the thorough evaluation needed to establish eligibility.

It is important to guard against potential barriers to the recognition and development of giftedness among traditionally underrepresented students. Often these barriers are related to attitudes and access. Too often, low academic expectations for economically disadvantaged and culturally diverse students have encouraged a "deficit approach" to their education, i.e. - an emphasis on curricula to assist the child in “catching up” with his/her peers. While remedial needs must be addressed, teachers must not forget to take a "proficiency approach" as well; i.e. - giving all able learners many opportunities to move ahead in their areas of strength. When teachers have adopted a deficiency view of economically disadvantaged and limited English proficient children, they are less likely to advocate for them in the gifted program referral process. Staff development should be provided for all classroom, special area, special education, and English as a Second Language (ESL) teachers as part of the child find and screening procedures. Specific focus of staff development would include the characteristics and concomitant gifted behaviors that characterize giftedness and manifest in particular cultural contexts. Staff development and training efforts must be continuing process.

SYSTEMATIC SCREENING

Section 4

SYSTEM-WIDE SCREENING

Each school system is required to conduct system-wide grade level screening in a minimum of one elementary grade. All classrooms in the specified grade level must be screened. This screening does not require parental permission. In order to maximize early identification of children identified as intellectually gifted, school systems administering district-wide achievement tests in grades K-2 should consider grade level screening in one of these grades. Grade level screening should occur in the earliest grade level in which multiple sources of assessment data are available.

NOTE: When the State's system-wide grade level screening criteria and procedures would have a disparate and adverse impact on traditionally underrepresented students, school systems may submit an alternative system-wide strategy for use in screening. The alternative screening of a school system's student population must be submitted on the *LEA Gifted Plan* form to the State Department Gifted Coordinator for approval no later than October 15th of that school year. This plan requires demonstration to the Department of Education that the criteria and procedures are consistent with educational objectives, and no less discriminatory alternative exists which achieves the same results.

Grade Level Screening integrates information from two sources of data. Each classroom teacher completes the *Classroom Screening Summary (CSS)* and the *TCAP Class Summary* (if TCAP scores are available). School systems may select another screening instrument to use in place of the *Classroom Screening Summary (CSS)* and *TCAP Class Summary.* In all schools Grade Level Screening must be based on multiple data sources, and cannot be based solely on group achievement test scores. It is recommended that the *Classroom Screening Summary (CSS)* be completed no later than the end of the first semester of the school year. This allows each classroom's general education teacher an opportunity to become knowledgeable of each student's strengths, weaknesses, learning styles, and cultural differences.

Each school should organize a School Screening Team. Suggested team members include, but are not limited to--school guidance counselor, school psychologist, gifted education teacher, ESL teacher, and one general education teacher from the specified screening level. The screening team has two purposes. The School Screening Team identifies a pool of candidates for individual screening and/or a comprehensive assessment based on the gifted characteristic scores from the *Classroom Screening Summary (CSS)* and other related factors. It is recommended that in determining the pool of candidates for individual screening, the School Screening Team should always consider those students who have been determined "at-risk" when considering scores from the *CSS.* Ecological factors in the school zone should be considered when School Screening Teams review the *CSS*.

The School Screening Team also determines when no individual screening is necessary. This is especially true when the student's educational needs are being met in the general education classroom. Before the School Screening Team refers a student for an Individual Screening, a comprehensive review of the student's records (including grades, student risk factors, and other available standardized test information) should be made. Special attention, however, should be paid to underachieving gifted students. Underachieving gifted students may not exhibit the classroom grades and/or standardized achievement scores expected of gifted students, although these students will frequently exhibit gifted behaviors that are described on the *Classroom Screening Summary (CSS).*

INDIVIDUAL SCREENING

After reviewing the *Classroom Screening Summary*, the School Screening Team (SST) determines the pool of candidates for Individual Screening. Written parental permission, provided in the parents' dominant language, is required for individual screening. The ESL Resource Guide states: "a district is responsible for communicating with parents in a language they can understand. This may be done by offering oral or written translations or providing a bilingual aide to help with parental communication."

Individual screening components include the *Parent/Guardian Information* form; the *Teacher Observation Checklist (TOC)*; the *General Education Interventions (A* or *B)* form (information may be gathered during Comprehensive Assessment); and other individual achievement, creative thinking, or academic performance assessment procedures determined needed by the School Screening Team. The decision as to whether an alternative assessment instrument should be administered will also be determined at this time. The *Assessment Instrument Selection Form* and the *Supplemental Performance Checklist* are completed by the School Screening Team in order to determine whether alternative assessment strategies or instruments should be used in the student's Individual Screening. School Screening Teams should consider use of alternative strategies for any student considered "at-risk" that exhibits several of the characteristics of gifted students on the *CSS*. The Gifted Assessment Process Outline and Flow Chart of Gifted Assessment Process provide a quick overview of the gifted identification process from child find procedures to final placement through an IEP Team decision.

AFTER INDIVIDUAL SCREENING

The School Screening Team reconvenes after individual screening has been completed. The *Documentation—Component Gifted Assessment* chart will be completed for each student being considered for a comprehensive evaluation. From this data, recommendations are made either for a comprehensive evaluation or for no further assessment. Parents must be notified of the results of the screening. It is recommended that before a student is referred for a Comprehensive Evaluation:

1. He/she should meet the requirements in one of the following areas: Academic Achievement, Academic Performance, or Creative Thinking.
2. The School Screening Team should have documented evidence that the student's educational needs cannot be met in the general education classroom.
3. The decision as to whether an alternative evaluation of cognition or other alternative measures should be administered will also be determined at this time. The SST should review data gathered through group and Individual Screening throughout this process. When the School Screening Team determines the need for alternative assessment of cognition, it is recommended that psychological assessment personnel advise in the appropriate selection of alternative mental ability instruments. The data recorded on the *Documentation—Component Gifted Assessment* chart and the *Gifted Tracking Log* may be used as a tool for completing the *Gifted End-of-the-Year Data Report*. The *Gifted End-of-the-Year Data Report* must be submitted to the State Department of Education by June 30 of each school year.

REFERRAL FOR A COMPREHENSIVE EVALUATION

When a Comprehensive Evaluation is recommended, the parents of the child are sent the *Response to Individual Screening* form. This becomes the referral for a comprehensive evaluation. In addition, the parents are sent the *Informed Consent for Initial Assessment* form, the *Rights of Children with Disabilities and Parent Responsibility* brochure, and *Prior Written Notice*. The process of evaluation should follow all guidelines set forth in Tennessee's Rules, Regulations, and Minimum Standards and with the Individuals with Disabilities Education Act (IDEA-Part B).

If no further evaluation is indicated, the parents are sent the *Response to Individual Screening* form, with recommendations for any needed general classroom modifications based on data gathered through the screening process. The parent may request a follow-up meeting to discuss in more detail results of the individual screening and recommendations for the general classroom.

NOTE: Specific checklists, assessment instruments, and documentation forms are italicized throughout this document.

GIFTED ASSESSMENT PROCESS: OUTLINE

Step 1 Child Find

1. Brochures
2. Parent Orientation Meetings
3. School Handbooks
4. Local Media Presentations

Step 2 Referral Sources

1. Grade Level Screening
2. Additional Sources
   a. Outside Agencies
   b. Independent Referrals (parents, peers, self)
   c. Teachers

Step 3 Grade Level Screening

1. *Classroom Screening Summary (CSS)*—or other state-approved systematic screening
2. *TCAP Class Summary* (when available)—or other group achievement data

Step 4 Screening Team Meeting

1. Screening Team Recommends Individual Screening

OR

2. Screening Team Recommends No Further Screening

Step 5 Individual Screening

1. Obtain Written Parent Permission—*Referral for Individual Screening*
2. Obtain *Parent/Guardian Information*
3. Obtain *General Education Interventions* Direct Observation from Classroom Teacher
4. Individual Screening of:

a. Academic Performance Component
b. Creative Thinking Component
c. Academic Achievement Component (Individual Achievement—if needed)

Step 6 Assessment or Screening Team Meeting

1. Individual Screening is complete
2. Send *Response to Individual Screening* to parent/guardian, which includes:

a. Results from the student's Individual Screening, and
b. Recommendations for modifications and accommodations for the general education classroom, based on screening results.

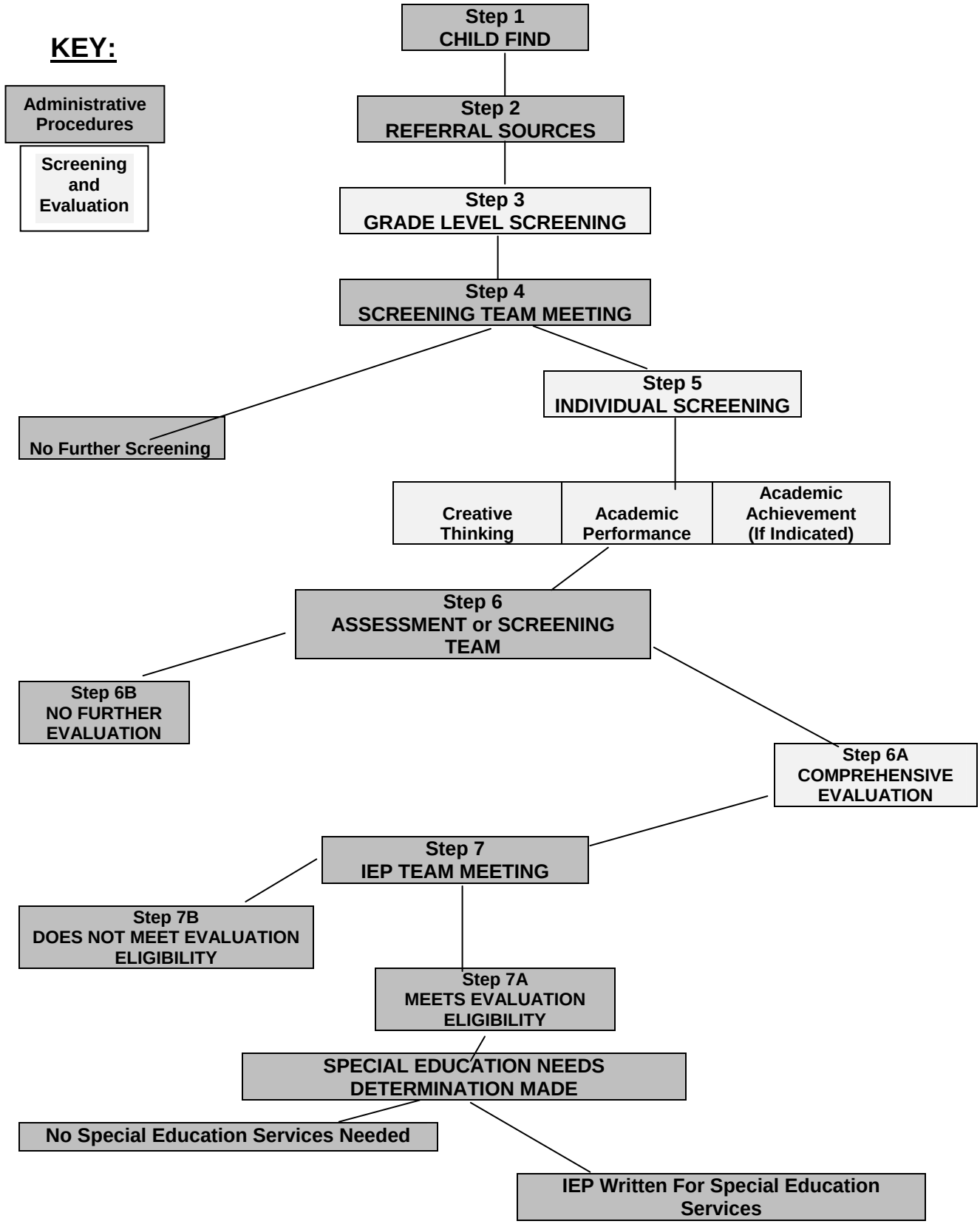
3. Recommendation from School Screening Team
    a. No Further Evaluation Indicated from Individual Screening
        (1) Schedule meeting, if parent requests more detailed information from the Individual Screening.
    b. Referral for a Comprehensive Evaluation
        (1) Send to parent/guardian—*Informed Consent for Initial Assessment*, *Rights of Children with Disabilities and Parent Responsibility*, and *Prior Written Notice*
        (2) Obtain written permission for evaluation
            (a) Cognition/Intelligence Evaluation
            (b) Additional scales or assessments needed

Step 7 IEP Team Meeting

1. Meets Eligibility Criteria
    a. Determine if the "student's needs can be met in the general education program without special education services"
        (1) If the student's needs <u>cannot be met</u> in the general education program, develop an IEP for special education services
        (2) If the student's needs <u>can be met</u> in the general education program without special education services, make recommendations for modifications and accommodations to be used in the general education program.

2. Does Not Meet Eligibility Criteria
    a. Make recommendations for modifications and accommodations to be used in the general education program.

GIFTED ASSESSMENT PROCESS: FLOWCHART



THE COMPREHENSIVE ASSESSMENT

Section 5

ASSESSMENT MODEL RATIONALE

These assessment components and eligibility requirements were developed to insure equity in identification of students as intellectually gifted. What distinguishes this method and process is that multiple components must be used in the evaluation of intellectual giftedness. This is to assure that no one identifying factor or component may eliminate a child from consideration for evaluation, or from receiving services when the child has been identified as intellectually gifted.

DEFINITION OF TERMS

1. **Academic Achievement** – scores reported from standardized tests (group or individual) that indicate attainment in scholastic areas.
2. **Academic Performance** – the degree to which a student initiates and/or completes academic challenges.
3. **Achievement Test** – a test for measuring an individual's progress in the mastery of academic subject content.
4. **Alternative Assessment** – component menu selections, including test assessment instruments or assessment strategies, which may be used for the evaluation of traditionally "underrepresented" students as more equitable methods for assessing potential intellectual giftedness.
5. **Cognition/Intelligence** – the ability to develop and apply new knowledge and processes.
6. **Component** – constituent parts of the assessment profile for intellectual giftedness.
7. **Component Menu** – a selection of methods for the assessment of each component area: academic achievement, academic performance, creative thinking, and cognition.
8. **Creative Thinking** – demonstration of fluent, flexible, elaborate, or original thinking and/or production related to scholastic areas.
9. **Eligibility Report** – written by the Assessment Team when comprehensive assessment is completed. The *Eligibility Report Form* includes documentation that:

Both of these requirements must be present and documented for the student to be eligible for special education services as a student who meets eligibility criteria as Intellectually Gifted.

10. **Option** – four distinct assessment methods for determining eligibility criteria for Intellectually Gifted, with each Option being an equally rigorous method for identifying gifted students.
11. **Underrepresented Population** – students for whom traditional assessment strategies may be biased or invalid when considering the population for whom the instrument or measure was standardized -- including students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities.

DESCRIPTION OF ELIGIBILITY REQUIREMENTS

(Component Menus)

1. **Academic Achievement—**is defined as "scores reported from standardized tests (group or individual) that indicate attainment in scholastic areas." Information about academic achievement may be collected from any standardized achievement test that yields composite area percentiles and/or standard scores. All available percentiles are recorded on the *Documentation—Component Gifted Assessment* form. A TCAP Writing Assessment score of 5.0 or 6.0 may be reported as a 95th percentile score, depending on the option of eligibility determination. Component menu strategies that are available for the assessment of academic achievement include:
   a. Standardized group achievement test scores in the areas of:
      (1) Reading/Language Arts,
      (2) Mathematics,
      (3) Social Studies,
      (4) Science,
      (5) TCAP Writing Assessment Score.
   b. Standardized individual achievement test scores in the areas of:
      (1) Total Reading,
      (2) Total Mathematics,
      (3) Total Written Language,
      (4) Academic Knowledge (Woodcock-Johnson III Achievement Tests).

2. **Academic Performance—**is defined as "the degree to which a student initiates and/or completes academic challenges". Grade point averages (GPA) may be reported as evidence of academic performance for middle school and high school students. The GPA must lie within the top 3 percent of the given grade level for the student's school. Information about academic performance is collected from the *Teacher Observation Checklist* and/or the *Gifted Evaluation Scales-2 (GES-2)* and scored by the designated specialist. Academic Awards may be considered as evidence of academic performance. Awards received within three years of the current assessment are reported on the *Awards Documentation* form. At the elementary level, honor roll may be used as one award. Refer to the *Awards*

Documentation form for instruction details. The *Assessment Instrument Selection Form* is utilized by the School Screening Team for determining whether environmental, language, social, or economic factors are significant elements affecting the student's academic performance. The *Supplemental Performance Checklist* should be used when the School Screening Team has determined that the uses of alternative assessment methods are the most appropriate methods for assessing the student's giftedness. In situations where the *Supplementary Checklist* is chosen by the School Screening Team for alternative assessment of the Academic Performance Component, it should be considered the Academic Performance menu item of choice. Component menu strategies that are available for the assessment of academic performance include:

a. Grade Point Average (Middle and High School),
b. The *Teacher Observation Checklist (TOC),*
c. The *Gifted Evaluation Scales-2 (GES-2),*
d. Academic Awards, or
e. The *Supplemental Performance Checklist*--as an Alternative Assessment Selection only.

3. **Creative Thinking—**is defined as "demonstration of fluent, flexible, elaborate, or original thinking and/or production related to scholastic areas". Standardized creativity scales, such as those generated by battery scores from the *Torrance Tests of Creativity Thinking* (either *Figural TTCT: Thinking Creatively with Pictures* or *Verbal TTCT: Thinking Creatively with Words*); or the *Williams Scale of Divergent Thinking* (from the *Creativity Activity Packet--CAP)* may be used to document Creative Thinking skills. Student products and ideas may be considered as demonstrations of Academic Performance. When the School Screening Team has determined a student's need for alternative assessment strategies, a mentor may be assigned to work with the student in the school setting for guidance in developing the student's product. All products and ideas should be scored with the *Evaluation of Student Products* form. A team including, but not limited to, a general education teacher, a teacher who meets Tennessee Employment Standards in Gifted Education, and a school psychologist should evaluate student products. The *Creative Thinking Checklist* may also be used to document Creative Thinking. The checklist is scored by totaling the numerical values assigned to each item by the rater. Component menu strategies that are available for the assessment of creative thinking include:

   Individual, Standardized Creative thinking Assessments

   a. Evaluation of Products,
   b. Evaluation of Products with Mentor Guidance--as an Alternative Assessment Selection only, or
   c. Creative Thinking Checklist.

4. **Cognition—**is defined as "the ability to develop and apply new knowledge and processes". Information about cognitive functioning should be reviewed for standardization procedures, validity and reliability in measuring intellectual giftedness, and be the most current standardization of that instrument. Students from different cultural or language backgrounds, the economically disadvantaged, and students with sensory impairments or other disabilities are often underrepresented in programs for the gifted. Research suggests that this may be due to test bias. To ensure that the abilities of students from traditionally underrepresented groups are accurately assessed, they should be evaluated with an instrument that is sensitive to cultural, linguistic, and economic differences; or appropriateness for students with sensory or physical disabilities. Refer to the "Assessment Instruments—Guidelines: Use of Alternative Test Instruments" section of this manual for guidelines in the use of ecologically appropriate assessment instruments. Component menu strategies that are available for the assessment of cognition include:
   a. Individual, Standardized Tests of Cognition or Intelligence
      (1) Use of composite or total scores
      (2) Use of "split discrepancy" criteria, or
   b. Individual, Standardized Tests of Cognition or Intelligence that accommodate varying test bias due to cultural, linguistic, and/or economic differences, or other disabilities that may bias the student's performance—as an Alternative Assessment Selection only.

NOTE: Each OPTION OF ELIGIBILITY [1-1(A)-2-3] shall be considered as equally rigorous mechanisms for identifying Gifted Students. The Options of Eligibility do not denote hierarchy in the eligibility determination for gifted students.

UTILIZATION OF OPTIONS

BEST PRACTICES GUIDELINES

Intellectual giftedness manifests itself in many different ways. Eligibility is determined by meeting requirements in any one of four options (Option 1A, Option 1B, Option 2, or Option 3). Options for determining whether the student meets Intellectually Gifted Criteria do not represent a particular hierarchy of eligibility. Each is an equal measure of intellectual giftedness, and each is designed to document that Intellectual Giftedness is manifested in more ways than standardized intelligence or achievement test scores. The design of the options of eligibility criteria is to show a preponderance of evidence, using a multi-modal identification process, that the student is Intellectually Gifted.

Upon the completion of Individual Screening, multiple sources of data have been collected in the areas of Academic Achievement, Academic Performance, and Creative Thinking. All data collected from the Individual Screening to this point should be recorded on the *Documentation—Component Gifted Assessment* and *Gifted Tracking Log* forms. Based on the data collected from Individual Screening, the Screening Team

decides if adequate information exists to document student competency levels in each of the component areas. The Screening Team would then make a decision concerning further referral for Comprehensive Evaluation. When considering students from traditionally underrepresented populations, the School Screening Team should continue screening in the remaining components of Academic Achievement, Academic Performance, and Creative Thinking in situations where criterion in at least one of these components has been met.

The *Response to Individual Screening* form is provided to parents upon the completion of the Individual Screening. If Comprehensive Evaluation is not recommended, the parents are informed of the Individual Screening results and recommendations may be made for modifications in the general education classroom. The parents are also invited to discuss individual screening results in a meeting with personnel conducting the screening. When a Comprehensive Assessment is not recommended, the assessment process is complete.

If a Comprehensive Evaluation is recommended, parents will indicate their agreement to an evaluation by completing *Informed Consent for Initial Assessment* at a meeting of the Assessment or IEP Team. At this meeting, *Prior Written Notice* should be provided and the *Rights of Children with Disabilities and Parent Responsibilities* brochure should be reviewed and given to the parents. Once consent is obtained, a properly licensed person administers an individual test of cognition or mental ability. Refer to the "Evaluation Participants" section of the *Intellectually Gifted Criteria* for the approved list of persons who may administer this component of the assessment. Other assessments or information to be gathered in all Comprehensive Evaluations for the determination of students with disabilities under the guidelines of the "Individuals with Disabilities Education Act" includes:

a. Screening of vision and hearing acuity,
b. Documentation of the need for special education services as a direct classroom observation (*General Education Interventions--A* or *B*), and
c. Assessment of pre-vocational or vocational needs.

RECORDING DATA

It is important to record all data generated from the Individual Screening and the Comprehensive Assessment components of the evaluation. Special education directors or coordinators are required to report this data to the State Department of Education with the school system's final census data for the school year (see *Gifted End-of-the-Year Data Report* form). Local school systems shall track and record all information regarding outside agency evaluations, system screening and evaluation data, and the use of alternative assessment strategies with traditionally underrepresented students on the *Gifted Tracking Log*. The *Gifted Tracking Log* can provide school systems with self-monitoring data for developing improvements in the screening and assessment phases of gifted identification. This should be particularly helpful when there is evidence of

continued barriers to participation or equal access for traditionally underrepresented students within individual schools that do not represent system-wide practices. The data generated from each school system will be used in monitoring the effectiveness of the school system's child find, screening, and assessment procedures for effectively ensuring equity in the identification of students as intellectually gifted. Data recorded on the *Documentation—Component Gifted Assessment* form is used with each individual student from Individual Screening to final placement:

1. **Student Identification Data** – Record all information in the heading of the *Documentation—Component Gifted Assessment* form: school system; the student's school of residence; and the student's name, grade, date of birth, age, and race/ethnicity.
2. **Academic Achievement** – Indicate the name and date of the test (may be standardized group and/or individual achievement tests) and note age/grade norms. Achievement results in any academic area may only be considered <u>one time</u> (i.e., the TCAP Achievement Reading/Language Arts score may be considered once for eligibility in the area of Reading). Record results, if available, in these areas: Reading/Language Arts, Math, Science, and Social Studies. When using the *Woodcock Johnson Tests of Achievement (WJIII)*, the Written Language score or the Academic Knowledge score may be used. The Academic Knowledge score may substitute for the TCAP Achievement Assessment scores in the areas of Science and Social Studies. Additionally, a score of 5.0 or 6.0 on the *TCAP Writing Assessment* may also be reported as evidence of Academic Achievement.
3. **Academic Performance –** Record the information collected from any of the following data: Grade Point Average (GPA) calculations, the score from the *Teacher Observation Checklist (TOC),* the *Gifted Evaluation Scales-2 (GES-2)* total percentile score, any *Academic Awards* obtained, or the results from the *Supplemental Performance Checklist.* (Only as an Alternative Assessment).
4. **Creative Thinking –** Record information collected from any of the following: standardized creativity test scores, the total score from the *Evaluation of Products* form, and/or the *Creative Thinking Checklist.*
5. **Cognition –** Record information collected from any of the following: standardized cognition or mental ability composite test results, which include—the evaluation instrument, date of evaluation, composite and global subscores, any test instrument selected as an alternative test selection (i.e. - a nonverbal intelligence test), and if the cognitive score used for eligibility is based on a "split discrepancy" override of the typical unitary score.

The requirements for the three options available when determining eligibility as Intellectually Gifted are represented on the next three pages of this manual in chart format.

OPTION REQUIREMENTS (CHARTS)

OPTION 1

ELIGIBILITY REQUIREMENTS		**OPTION 1 (A)** • **IQ/Cognition +** • **Achievement—** **OPTION 1 (A)** **These Areas Must Be Assessed** • **Academic Performance** • **Creative Thinking**	**OPTION 1 (B)** • **IQ/Cognition +** • **2 Components from OPTION 1 Component Menus:** **→Achievement—OPTION 1 (B)** **→Creative Thinking** **→Academic Performance**
MENU--COMPONENT SELECTIONS	**ACADEMIC ACHIEVEMENT**	1 Area ≥96th Percentile	2 Areas ≥90th Percentile
		(Standardized—Group) **Reading/Language Arts/ Math/ Social Studies/ Science** TCAP Writing Assessment Score of ≥5.0 OR *(Standardized—Individual)* Reading/ Math/ Written Language and Academic Knowledge (WJIII)	
	ACADEMIC PERFORMANCE	• GPA = Top 3% Grade Level in School (for 1 year @Middle and High) • 22 Points—Teacher's Observation Checklist • 90th Percentile Total GES-2 Scales • Academic Awards—1 National/Multi-State/District or 1 System/ or 4 School • 7 of 11 on Supplemental Performance Checklist* *(Alternative Assessment Selection ONLY)	
	CREATIVE THINKING	• ≥75th Percentile on Individual/Standardized Creativity Assessment Instrument • 40 Points—Evaluation of Products • 40 Points—Evaluation of Products (with Mentor)* *(Alternative Assessment Selection ONLY) • 44 Points—Creative Thinking Checklist	
	COGNITION	Composite Score of ≥ 130 (When SD = 15) ≥ 132 (When SD = 16) (≥ 2 Standard Deviations↑ Mean) on Individual, Standardized Intelligence or Cognition Assessment or "Alternative" Cognitive Assessment* *(Alternative Assessment Selection ONLY) **OR** "Split Discrepancy" WHEN Verbal/Nonverbal Discrepancy = 1 ½ SD's AND Verbal or Nonverbal = 2 SD's ↑ Mean	

OPTION 2

ELIGIBILITY REQUIREMENTS	• **IQ/Cognition** **+**	**2 Components from OPTION 2 Component Menus:** **→Achievement** **→Creative Thinking** **→Academic Performance**
MENU--COMPONENT SELECTIONS	**ACADEMIC ACHIEVEMENT**	(See OPTION 1 for Academic Areas) 2 Composite Areas ≥95th Percentile (Includes TCAP Writing Assessment Score of ≥5.0) OR 3 Composite Areas ≥90th Percentile
	ACADEMIC PERFORMANCE	• GPA = Top 3% Grade Level in School (for 1 year @ Middle and High) • 25 Points—Teacher's Observation Checklist • 92nd Percentile Total GES-2 Scales • Academic Awards—1 National/Multi-State/District/or 2 System/or 5 School • 6 of 11 on Supplemental Performance Checklist* *(Alternative Assessment Selection ONLY)
	CREATIVE THINKING	• ≥ 83rd Percentile on Individual/Standardized Creativity Assessment Instrument • 41 Points—Evaluation of Products • 41 Points—Evaluation of Products (with Mentor)* *(Alternative Assessment Selection ONLY) • 44 Points—Creative Thinking Checklist
	COGNITION	Composite Score of 123—129 (When SD=15) 124—131 (When SD = 16) (≥ 1.5 Standard Deviations↑ Mean) on Individual, Standardized Intelligence or Cognition Assessment OR "Alternative" Cognitive Assessment"* *(Alternative Assessment Selection ONLY)

OPTION 3

ELIGIBILITY REQUIREMENTS		**3 Components from OPTION 3 Component Menus:** **→Cognition** **→Achievement** **→Creative Thinking** **→Academic Performance**
MENU--COMPONENT SELECTIONS	**ACADEMIC ACHIEVEMENT**	(See OPTION 1 for Academic Areas) 3 Composite Areas = ≥95th Percentile (Includes TCAP Writing Assessment Score of ≥ 5.0) **OR** 4 Composite Areas = ≥90th Percentile
	ACADEMIC PERFORMANCE	• GPA = Top 3% Grade Level in School (for 1 year @ Middle and High) • 30 Points—Teacher's Observation Checklist • 94th Percentile Total GES-2 Scales • Academic Awards—1 National/Multi-State/District/or 2 System/or 5 School • 5 of 11 on Supplemental Performance Checklist* *(Alternative Assessment Selection ONLY)
	CREATIVE THINKING	• ≥90th Percentile on Individual/Standardized Creativity Assessment Instrument • 42 Points—Evaluation of Products • 42 Points—Evaluation of Products (with Mentor)* *(Alternative Assessment Selection ONLY) • 44 Points—Creative Thinking Checklist
	COGNITION	Composite Score of 118—122 (When SD = 15) or 119—123 (When SD = 16) on Individual, Standardized Intelligence or Cognition Assessment OR "Alternative" Cognitive Assessment"* *(Alternative Assessment Selection ONLY)

OPTION REQUIREMENTS (DESCRIPTIVE)

NOTE: In order to determine eligibility, ALL OF THE COMPONENT AREAS must be assessed.). **Each option describes specific criteria that are used in the determination of gifted eligibility, and each Option is to be considered an equally rigorous mechanism for identifying gifted students.**

OPTION 1(A)

To meet eligibility requirements in Option 1A, scores must indicate a specific level of competency in Academic Achievement and Cognition.

1. **Academic Achievement**
   a. One score at or above the 96th percentile in any of the listed areas of academic achievement, or
   b. A score of 5.0 or higher on the TCAP Writing Assessment

2. **Cognition**
   a. A composite score equal to or greater than two (2) standard deviations above the mean (≥ 2 Standard Deviations↑ Mean) on an individualized intelligence/cognition test (≥ 130 when SD = 15 or ≥ 132 when SD = 16) – MAY NOT USE ± SEM, or
   b. A composite score equal to or greater than two (2) standard deviations above the mean (≥ 2 Standard Deviations↑ Mean) on an Individual, Standardized "Alternative" Intelligence or Cognition Assessment (≥ 130 when SD = 15 or ≥ 132 when SD = 16) – MAY NOT USE ± SEM, or
   (Alternative Assessment Selection ONLY)
   c. Split Discrepancy Criteria – A score report that demonstrates the misrepresentation of the test's typical unitary score due to a significant discrepancy in the principal components or clusters of the instrument that is ≥ than one and one-half (1 ½) standard deviations and the mean of the other components must be ≥ than two (2) standard deviations above the mean—use of ± SEM in the “Split Discrepancy” determination is not permitted.

OPTION 1(B)

To meet eligibility requirements in Option 1B, scores must indicate specific levels of competency in two of the three components below and Cognition.

1. **Academic Achievement**
   a. Scores equal to or greater than the 90th percentile in at least two (2) of the areas indicated for academic achievement, which may include a score of 5.0 or higher on the TCAP Writing Assessment

2. **Academic Performance**
   a. An accumulative Grade Point Average (GPA) that ranks the student in the top three percent (3%) of students at that grade level in a given school for one year at Middle or High School, or
   b. A score of 22 or higher on the *Teacher's Observation Checklist*, or
   c. A total score equal to or greater than the 90th percentile from the *Gifted Evaluation Scales-2 (GES-2)*, or
   d. Academic Awards
      (1) 1 National/Multi-State/District Award,
      (2) 1 System-wide award,
      (3) 4 School level awards, or
   e. A score of 7 out of the 11 items checked on the *Supplemental Performance Checklist*
      (Alternative Assessment Selection ONLY).

3. **Creative Thinking**
   a. A ranking at the 75th percentile or higher on a standardized creativity test
      *(May include either *Figural TTCT: Thinking Creatively with Pictures* or *Verbal TTCT: Thinking Creatively with Words--Torrance Tests of Creativity Thinking*; or the *Williams Scale of Divergent Thinking--Creativity Activity Packet--CAP*), or
   b. A score of 40 points from the *Evaluation of Products* scoring criteria, or
   c. A score of 40 points from the *Evaluation of Products with Mentor* scoring criteria (Alternative Assessment Selection ONLY), or
   d. A score of 44 points on the *Creative Thinking Checklist*..

4. **Cognition**
   a. A composite score equal to or greater than two (2) standard deviations above the mean (≥ 2 Standard Deviations↑ Mean) on an individualized intelligence/cognition test (≥ 130 when SD = 15 or ≥ 132 when SD = 16) – <u>MAY NOT USE ± SEM</u>, or
   b. A composite score equal to or greater than two (2) standard deviations above the mean (≥ 2 Standard Deviations↑ Mean) on an Individual, Standardized "Alternative" Intelligence or Cognition Assessment (≥ 130 when SD = 15 or ≥ 132 when SD = 16) – <u>MAY NOT USE ± SEM</u>
      (Alternative Assessment Selection ONLY), or
   c. Split Discrepancy Criteria – A score report that demonstrates the misrepresentation of the test's typical unitary score due to a significant discrepancy in the principal components or clusters of the instrument that is ≥ than one and one-half (1 ½) standard deviations <u>and</u> one of the other components must be ≥ than two (2) standard deviations above the mean—use of ± SEM in the "Split Discrepancy" determination is not permitted.

OPTION 2

To meet eligibility requirements in Option 2, scores must indicate specific levels of competency in two of the three components below and cognition.

1. **Academic Achievement**
   a. Scores equal to or greater than the 95th percentile in at least two of the areas indicated for academic achievement, which may include a score of 5.0 or higher on the TCAP Writing Assessment, or
   b. Scores equal to or greater than the 90th percentile in at least three (3) of the areas indicated for academic achievement.
2. **Academic Performance**
   a. An accumulative Grade Point Average (GPA) that ranks the student in the top three percent (3%) of students at that grade level in a given school for one year at Middle or High School, or
   b. A score of 25 or higher on the *Teacher's Observation Checklist*, or
   c. A total score equal to or greater than the 92nd percentile from the *Gifted Evaluation Scales-2 (GES-2)*, or
   d. Academic Awards
      (1) 1 National/Multi-State/District Award,
      (2) 2 System-wide awards,
      (3) 5 School level awards, or
   e. A score of 6 out of the 11 items checked on the *Supplemental Performance Checklist*
      (Alternative Assessment Selection ONLY).
3. **Creative Thinking**
   a. A ranking at the 83rd percentile or higher on a standardized creativity test, or
      *(May include either *Figural TTCT: Thinking Creatively with Pictures* or *Verbal TTCT: Thinking Creatively with Words*--the *Torrance Tests of Creativity Thinking*; or the *Williams Scale of Divergent Thinking--Creativity Activity Packet--CAP*).
   b. A score of 41 points from the *Evaluation of Products* scoring criteria, or
   c. A score of 41 points from the *Evaluation of Products with Mentor* scoring criteria (Alternative Assessment Selection ONLY), or
   d. A score of 44 points on the *Creative Thinking Checklist*.
4. **Cognition**
   a. A composite score equal to or greater than one and one-half standard deviations above the mean (≥ 1.5 Standard Deviations↑ Mean) on an Individual, Standardized Intelligence or Cognition Assessment (123—129 when SD=15 and 124—131 when SD = 16), or
   b. A composite score equal to or greater than one and one-half standard deviations above the mean (≥ 1.5 Standard Deviations↑ Mean) on an Individual, Standardized "Alternative" Intelligence or Cognition Assessment (123—129 when SD=15 and 124—131 when SD = 16).
      (Alternative Assessment Selection ONLY)

OPTION 3

To meet eligibility requirements in Option 3, scores must indicate specific levels of competency in three of the four components below.

1. **Academic Achievement**
   a. Scores equal to or greater than the 95th percentile in at least three (3) of the areas indicated for academic achievement, which may include a score of 5.0 or higher on the TCAP Writing Assessment, or
   b. Scores equal to or greater than the 90th percentile in at least four (4) of the areas indicated for academic achievement.
2. **Academic Performance**
   a. An accumulative Grade Point Average (GPA) that ranks the student in the top three percent (3%) of students at that grade level in a given school for one year at Middle or High School, or
   b. A score of 30 or higher on the *Teacher's Observation Checklist*, or
   c. A total score equal to or greater than the 94th percentile from the *Gifted Evaluation Scales-2 (GES-2)*, or
   d. Academic Awards
      (1) 1 National/Multi-State/District Award,
      (2) 2 System-wide awards,
      (3) 5 School level awards, or
   e. A score of 5 out of the 11 items checked on the *Supplemental Performance Checklist*
      (Alternative Assessment Selection ONLY).
3. **Creative Thinking**
   a. A ranking at the 90th percentile or higher on a standardized creativity test
      *(May include either *Figural TTCT: Thinking Creatively with Pictures* or *Verbal TTCT: Thinking Creatively with Words--Torrance Tests of Creativity Thinking*); or the *Williams Scale of Divergent Thinking--Creativity Activity Packet--CAP*), or
   b. A score of 42 points from the *Evaluation of Products* scoring criteria, or
   c. A score of 42 points from the *Evaluation of Products with Mentor* scoring criteria (Alternative Assessment Selection ONLY), or
   d. A score of 44 points on the *Creative Thinking Checklist*.
4. **Cognition**
   a. A composite score on an Individual, Standardized Intelligence or Cognition Assessment of 118—123 (when SD=15) and 119—123 when (SD = 16), or
   b. A composite score of 118—123 (when SD=15) and 119—123 (when SD = 16) on an Individual, Standardized "Alternative" Intelligence or Cognition Assessment (Alternative Assessment Selection ONLY).

ALTERNATIVE ASSESSMENT

Section 6

ALTERNATIVE ASSESSMENT MEASURES

When evaluating the mental ability (cognition or intelligence) of a child, analysis must be made throughout the assessment to ensure the appropriate assessment instrument or component score used in the evaluation represents the best measure of the student's mental ability. There has been much discussion about the cultural fairness of mental ability assessments. Over-reliance on standardized assessment scores (particularly composite scores) and the use of unidimensional instruments to assess aptitude have been cited as major factors contributing to the exclusion of outstanding students whose test scores may be uneven or depressed due to cultural and/or linguistic background. Typical components of mental ability assessments include Verbal Reasoning, Quantitative Reasoning, and Nonverbal Reasoning batteries. The intelligence or cognition score is one part of a student's profile of mental abilities or aptitude and higher-order thinking skills. Therefore, it is only appropriate to use component mental ability assessment scores or nonverbal assessment scores for identification purposes, when they are supported by other assessment information.

School systems must ensure that the abilities of students from traditionally underrepresented groups are accurately assessed. In circumstances where a student's assessment information is biased due to cultural, linguistic, and economic differences or due to physical disabilities, alternative strategies and test instruments sensitive to these ecological factors should be implemented.

Prior to Individual Screening and Comprehensive Assessment, the School Screening Team reviews student data. Recommendations for the use of alternative assessment strategies should be made by the School Screening Team following the guidelines on the *Assessment Instrument Selection Form.*

ALTERNATIVE ASSESSMENT OPTIONS

Alternative assessment selections available for students meeting the guidelines of the *Assessment Instrument Selection Form* include:

1. Academic Achievement
   - Extensive individual achievement (when group scores are considered biased due to the nature of the student's disability and/or ecological factors).
2. Academic Performance
   - Score report from the *Supplemental Performance Checklist*

3. Creative Thinking
    - Creation of a project or product in school with a designated Mentor
4. Cognition
    - Use of individual, standardized "alternative" intelligence or cognition instruments that are unbiased to the student's cultural, linguistic, and economic differences or intended for students with sensory or physical disabilities.

The following guidelines should always be used when selecting alternative assessment instruments that measure intelligence or cognition. All mental abilities assessment instruments must:

1. measure intelligence or cognitive ability,
2. be the most current edition of the assessment instrument,
3. have been reviewed for test bias,
4. have been normed on a nationally representative sample that included minority representation,
5. have been normed within a 10-year period (group tests) prior to administration, and
6. yield percentile rankings by age(s).

Factors that should be considered include:

1. evaluation instruments that are biased for use with minority or ethnic (ESL) student populations, yielding assessment results that are not valid and reliable indications of the student’s potential;
2. intelligence test results that are significantly skewed in one or more of the test battery global components, which are due to significant differences in the culturally accepted language patterns of the student’s subculture to the test items used throughout the assessment battery;
3. evidence (documented or suspected) of another disability (i.e. - ADD/ADHD, Emotionally Disturbed, Autism, Speech and Language Impaired, Hearing Impaired, Visually Impaired, and Learning Disabled); and
4. the student’s peer subculture does not encourage academic accomplishment.

When any of the indications listed above are evidenced during the student’s Individual Screening or Comprehensive Evaluation, the following table provides guidelines for alternative assessment. The School Screening Team will determine measures that should be utilized for determining the student's cognitive ability. When alternative assessment strategies were not recommended at the completion of the student's Individual Screening and results from the Comprehensive Assessment indicate test bias from traditional assessment measures, the School Screening Team (SST) should reconvene for further review of all new pieces of information and make recommendations accordingly.

ALTERNATIVE ASSESSMENT GUIDELINES

The following list of assessment instruments is not exhaustive. It is considered a guide for providing appropriate alternative assessment measures.

ASSESSMENT INSTRUMENTS—GUIDELINES: MENTAL ABILITY TESTS		
Assessment Instrument	**Instrument Emphasis**	**Guidelines for Use**
• Kaufman Assessment Battery for Children (K-ABC) • Das-Naglieri Cognitive Assessment System (CAS) • Universal Nonverbal Intelligence Test (UNIT) • Comprehensive Test of Non-Verbal Intelligence (C-TONI)	• Measure of ability that is fair to minority children, effective for differential diagnosis, and related to intervention • Less or no emphasis on language acquisition • More or total emphasis on visual-motor or performance measures of intelligence	Consider when verbal scores are depressed due to: 1. ethnic or cultural language patterns 2. low socioeconomic status of student's family 3. parents level of educational completion is low 4. student (or parents of student) uses a language other than English as primary language (ESL)
• Stanford-Binet Intelligence Scale-Fourth Edition (SB-IV)	• Less emphasis on visual-motor or timed performance test items • More emphasis on language measures of intelligence	Consider when performance scores are depressed due to: 1. anxiety during the evaluation 2. a fine- or gross-motor deficit which is evidenced by-- • scores that are deficit on performance-type items due to slow processing skills and lack of item completion within the time limits • a discrepancy on the WISC-III in favor of the Verbal IQ (1 SD above the mean), but <u>not</u> meeting "split discrepancy" cognition criteria 3. indication of a learning disability based on low achievement skills in written expression and/or mathematics calculation, <u>and</u> other academic areas meet "academic achievement" criteria
• Stanford-Binet Intelligence Scale-Fifth Edition (SB-V)	• More emphasis on the processes of learning and cultural bias • Available in Spanish (2004)	Consider when: • Evaluating children ages 2 to 6 due to Enhanced child-friendly manipulatives for assessment of preschool children • Evaluating children who are nonverbal (Nonverbal Scale) • Need for extended high-end items
• Woodcock-Johnson III Tests of Cognitive Abilities (WJ III)	• Emphasis on cognitive processing skills	Consider when evaluation does not yield reliable and/or valid test results due to: 1. intelligence test results indicate through intratest analysis potential cognitive processing deficits <u>and</u> intellectual giftedness 2. scores are deficit on performance-type items due to slow processing skills and lack of item completion within the time limits
ASSESSMENT INSTRUMENTS—GUIDELINES: ACHIEVEMENT		
Assessment Instrument	**Instrument Emphasis**	**Guidelines for Use**
• Individual Achievement Test	• One-on-one evaluation of academic skill acquisition	Consider when group achievement test scores are not reliable and/or valid due to: 1. group achievement test scores are not available 2. suspected underachievement due to cultural or economic circumstances 3. student's peer subculture does not encourage high academic skill attainment 4. student has difficulty with attention skills in a large group setting 5. student had been ill or distracted due to personal difficulties when the group achievement test was administered 6. all other data collected indicates the student is gifted (i.e. - classroom grades and teacher observations)

ASSESSMENT INSTRUMENTS—GUIDELINES: ACADEMIC PERFORMANCE		
Assessment Instrument	**Assessment Emphasis**	**Guidelines for Use**
• Supplemental Performance Checklist	• Equitable evaluation of a student's performance within the general education classroom.	Consider when *Teacher's Observation Checklist (TOC)* is incongruent with Classroom Screening results and the School Screening Team has determined compelling evidence from the *Assessment Instrument Selection Form* when considering results from the *TOC* may not be reliable due to: 1. cultural differences 2. linguistic differences 3. economic differences 4. sensory disabilities 5. physical disabilities
ASSESSMENT INSTRUMENTS—GUIDELINES: CREATIVE THINKING		
Assessment Instrument	**Assessment Emphasis**	**Guidelines for Use**
• Evaluation of Products (With designated mentor)	• Opportunity for students to develop and create high-interest products or projects when resources at home are limited. This includes -- 1. the availability of books, newspapers, and magazines in the home; 2. the availability of computers or community library resources; 3. the home's parent to child ratio; 4. a second language is predominant in the home; and 5. the highest level of education completion in the home is 10th grade or less	Consider when *Teacher's Observation Checklist (TOC)* is incongruent with Classroom Screening results and the School Screening Team has determined compelling evidence from the *Assessment Instrument Selection Form* when considering results from the *TOC* may not be reliable due to: 1. cultural differences 2. linguistic differences 3. economic differences 4. sensory disabilities 5. physical disabilities

ELIGIBILITY GUIDELINES

Section 7

OUTSIDE AGENCY EVALUATIONS

Assessment instrument results and other specific evaluations generated during the student's assessment process may never be the sole source of assessment data. Systems shall never rely on them exclusively for determination of eligibility for gifted program services. Outside assessment data may be used as part of the comprehensive profile of assessment and non-assessment evidence for advanced instructional needs. Whenever school systems elect to use outside assessment data in the process of establishing eligibility of students as intellectually gifted, the system's local board of education must then collect and maintain statistical data with respect to outside evaluations. The State Department of Education shall be responsible for evaluating the impact of this practice on the identification of children as intellectually gifted from traditionally underrepresented student populations. Local school systems shall track and record all information regarding outside agency evaluations, system screening and evaluation data, and the use of alternative assessment strategies with traditionally underrepresented students on the *Gifted Tracking Log*. The *Gifted Tracking Log* can provide school systems with self-monitoring data for developing improvements in the screening and assessment phases of gifted identification. This should be particularly helpful when there is evidence of continued barriers to participation or equal access for traditionally underrepresented students within individual schools that do not represent system-wide practices. This information will be reported to the State Department of Education annually on the *Gifted End-of-Year Data Report.*

GUIDELINES FOR DETERMINATION OF ELIGIBILITY

After completing the student's Comprehensive Evaluation, the IEP/Assessment Team will need to determine eligibility for services in Special Education. Eligibility is based on two distinct guidelines:

1. Meeting the Evaluation Criteria for Intellectual Giftedness, and
2. Determination of Need for Services

Documentation of how intellectual giftedness adversely affects educational performance in the general education classroom or learning environment should be recorded on the special education *Eligibility Report Form*. Before determining eligibility, the IEP Team must first consider a student's individual needs. The decision for provision of services will require review of a number of factors.

1. The IEP/Assessment Team should consider the assessment findings in all component areas. Any one of these factors may be an indicator of need.
2. When considering these assessment findings, the IEP/Assessment Team must determine the availability of appropriate services within the general education

curriculum, specifically within the student's classroom and school. Consideration of the *General Education Interventions (A or B)*, that is completed by the student's classroom teacher as a direct observation should be made when determination of the student's need for special education services is made.

3. In addition to assessment results, it is important to be familiar with the characteristics of students who are intellectually gifted, especially the concomitant problems that may develop as a result of the student's giftedness. These concomitant problems are frequently overlooked or misunderstood when the need for services is being determined. Students who meet eligibility criteria and persistently demonstrate the concomitant problems of gifted students frequently are not having their needs met in the general education classroom. In these situations, students may be demonstrating a need for special education services that cannot be provided through the general education program.

DETERMINATION OF NEED FOR SERVICES—GRADES K-12

The following questions are offered as framework for assisting the School Screening Team and subsequently the IEP/Assessment Team in determining whether Special Education services are required. This is not intended to be an exhaustive list. The IEP Team is encouraged to consider all relevant information.

1. To what extent has the student mastered the content of his/her grade level curriculum?
2. To what extent has this student accessed supplemental materials and activities?
3. To what extent does this student have access to intellectual peers through the general education program?
4. What specific goals or abilities does this student have that go beyond the scope of the regular program?
5. What school resources, such as Science Lab, Chess Club, Honors and/or Advanced Placement classes are available in this student's school to assist in meeting his/her individual needs? To what extent is the student accessing these resources?
6. What educational opportunities are accessed by this student outside of school?
7. To what extent is there evidence of a discrepancy between potential and actual performance in the regular program (i.e. - Underachieving gifted students)?
8. How unique is this student from the other students in his/her classroom?
9. How do the maturity and social/emotional levels of this student compare to other general education classmates?

If the answers to these questions indicate that the student's needs are being met through the general education curriculum, the student is not eligible for services through special education.

GIFTED CHARACTERISTICS

Section 8

The following lists of differentiating characteristics, followed by concomitant problems, are often found in various combinations in students who are intellectually gifted. This list is adapted from Growing Up Gifted by Barbara Clark.

COGNITIVE DOMAIN	
Characteristic	**Concomitant Problem(s)**
• Unusual amounts of information and retentiveness	• Boredom with the regular curriculum and impatience when required to wait for other members of the group
• Elevated levels of comprehension	• Poor interpersonal relationships with age peers • Perceived as disrespectful by adults and peers • A dislike for repetition of concepts
• Unusual diversity of interests and curiosity	• Difficulty conforming to group tasks • Tendency to overextend self and undertake too many tasks
• Advanced levels of language development and verbalization ability	• Characterized as “show off” by age peers • Perceived as dominator due to questioning and quantity of information shared • Uses verbal skills to manipulate and avoid tasks
• Advanced ability to process and pace thoughts	• Distaste for repetitious, mundane tasks • Low tolerance for inactivity and lack of progress
• Flexible thought processes	• Perceived as disruptive as well as disrespectful toward authority and traditional thinking
• Generalized synthesis of thought	• Low tolerance for deadlines and requirements to follow chronology of steps before being allowed to pursue new inquiry
• Early ability to delay closure	• Refusal to pursue interesting areas of study when products are required to reflect learning
• Elevated capacity for understanding unusual and varied relationships	• Stymied by perceptions of others that they are not on the subject at hand and not making valid contributions
• Unusual ability to produce original ideas and solutions	• Frustration from inflexible conformity and penalties for not following specific directions which may cause rebellion as a result of the rejection
• Early diverse patterns for thought processing	• Frequently rejects or omits details and questions generalizations of others
• Premature ability to utilize and create conceptual frameworks	• Frustration when others do not comprehend or appreciate originality and insights • Conflicts may occur with procedures of other systems taught
• Evaluative approach toward self and others	• Perceived as an elitist who is too critical of others • Self-criticism may result in development of inhibitions in attempting anything new for fear of failure • Seen as too demanding in terms of expectations of others, thereby affecting interpersonal relationships

AFFECTIVE DOMAIN	
Characteristic	**Concomitant Problem(s)**
• Vast amount of information about emotions not yet brought to awareness level	• Misinterpretation of information affects negatively
• Heightened sensitivity to the expectations and feelings of adults and peers	• High vulnerability to criticism unleashed by others • Increased need for success and recognition
• Intensified self-awareness and feelings of being different	• Self-imposed isolation resulting in feelings of rejection • Emotional and social growth inhibited due to feelings of being different
• Unusually keen sense of humor (gentle or hostile)	• Humor used for critical attacks resulting in poor interpersonal relationships
• Early idealistic standards and sense of justice	• Support unrealistic reforms and goals which result in frustration
• Premature establishment of an inner focus of control and self-actualization	• Considered external validation unnecessary and may be viewed as a challenge to authority or tradition, • Non-conformist
• Exceptional emotional depth and intensity	• Uniquely vulnerable • Difficulty focusing on practical goals
• Elevated levels of expectation of self and others	• Frustration from self-imposed criticism • Difficulty maintaining positive interpersonal relationships • Immobility created by frustrations resulting from high expectations
• Increased need for consistency between theoretical values and actions	• Frustration with self and others causing constrained self-actualization and interpersonal relationships
• Increased levels of moral judgment	• Rejection and isolation as the result of intolerance and lack of understanding from peers
PHYSICAL DOMAIN	
Characteristics	**Concomitant Problem(s)**
• Unusual amount of input from surroundings	• Diverse areas of interest • High energy exertion as the result of fragmentation • Seemingly disconnected from events at hand
• Exceptional discrepancy between physical and intellectual development	• Adulthood characterized by a division between mind/body functioning • Limited physical and mental development as the result of focus on mental expression
• Intolerance for the separation between personal standards and athletic skills	• Rejection of activities in which they do not excel thereby limiting their experiences and developmental potential

INTUITIVE/CREATIVE DOMAIN	
Characteristics	**Concomitant Problem(s)**
• Premature involvement and concern for intuitive knowing and supernatural ideas and phenomena	• Recipient of peer ridicule and rejection of their ideas by adults • Labeled as weird or strange
• Early receptiveness to experiences in this area and willingness to experiment with phenomena	• Narrow concentration on an ungrounded belief system is possible
• Creative expression obvious in all areas undertaken	• Perceived as a deviant • Boredom results with mundane tasks • Sometimes seen as a troublemaker

SOCIAL DOMAIN	
Characteristics	**Concomitant Problem(s)**
• Intensely motivated by self-actualization needs	• Dissatisfaction from not feeling challenged • Deprivation of unrealized talents
• Heightened cognitive and affective ability to conceptualize and solve societal problems	• Tends to be an impetuous decision maker without analysis of the complexity of the problem • Young age level tends to make his/her proposed ideas suspect to others • Not taken seriously by the more experienced decision-makers

SERVICES IN GIFTED EDUCATION

Section 9

SYSTEM-WIDE EQUAL ACCESS TO SERVICES

As with any other area of Special Education, a student's eligibility for services should be reviewed at a minimum of every three years, or as needed if circumstances change. Services should be determined based on student need, not on availability of services. School systems must be diligent in assuring all students are provided with equal opportunities in child find, screening, and assessment for eligibility. Equitable and appropriate access to services for ALL students who have been identified as intellectually gifted (in special education or general education programs for the gifted) must be provided system-wide.

TYPES OF SPECIAL SERVICES

A sound basis for developing a program for students who are gifted may be found in considering the following four components: enrichment, acceleration, grouping, and guidance. In developing a program for a particular student, one or more of these components may be appropriate, depending upon the needs of the student.

Enrichment means that the pupil's education will be broader in scope, explore topics in greater depth and at higher cognitive levels, and involve many activities that modify, supplement, and extend achievement beyond the expectations set forth in the general education curriculum. Enrichment may occur horizontally or vertically and should focus on the development of the particular intellectual skills of the student. These might include but should not be limited to:

1. making associations and conceptualizing interrelationships,
2. evaluating facts and points of view critically,
3. creating new ideas and avenues of thought,
4. identifying as well as analyzing complex problems,
5. determining an array of solutions to problems and possible concomitant outcomes, and
6. understanding others without personal bias.

Enrichment in the academic areas should not be considered a substitute for meeting a student's affective, intuitive/creative or social needs.

Compacting allows the student accelerated mastery of curriculum materials typically presented to grade-level peers. With compacting, students who demonstrate previous mastery in the subject area spend less time with the regular curriculum and more time with extension and enrichment activities.

Acceleration takes advantage of the student's ability to learn at a rapid rate and advances the student in some way in order to present materials and activities beyond the grade level. It should be noted that acceleration and grade skipping are not synonymous terms. Grade skipping is considered one of the least desirable methods of accomplishing acceleration for the student who is intellectually gifted. While acceleration may be desirable for many students, it is by no means appropriate for all. Each student's strengths and weaknesses must be carefully analyzed. Factors which should be considered in making the determination whether and/or in which area(s) to accelerate a student include, but should not be limited to:

1. Level of language development: — Does the student have a vocabulary level and the language skills necessary for advanced content?
2. Motivation: — Is the student excited by the challenge of unmastered material/skills or does he/she find intellectual risk-taking a threat?
3. Cooperativeness: — What is the student's present level of cooperation with teachers regarding assigned tasks? Refusal or reluctance to complete routine work while maintaining high test and achievement scores in a subject is a definite signal that content should be modified.
4. Willingness and/or ability to produce at the student's present level of placement: — Students at either extreme of a performance continuum may be candidates for acceleration. As with "cooperativeness", non-production may signal that a student needs more challenging content. On the opposite end, the student who produces consistently may find it difficult to maintain this production level while mastering material that is more challenging.
5. Skill mastery in the area(s) considered for acceleration: — Subject area tests or curriculum pre/post tests should be administered for the purpose of determining whether or not the student has mastered skills necessary to move to the next level.

If students who are intellectually gifted perform well in their current levels of placement, then it is appropriate to consider acceleration. Subject area tests should be administered for determining whether the student has mastered the skills necessary to move to the next level. Any areas of exceptionality should be addressed as well as mastered, and the student should be allowed to progress to the next level.

Acceleration in academic areas should not be considered a substitute for meeting any student's needs in the affective, intuitive/creative, or social domains. As it relates to any one or all of the aforementioned areas of need, the specific areas should be analyzed and integrated into the student's program.

METHODS OF ACCELERATION

Grade Level	Type of Acceleration
Primary (K – 2)	• Early entrance to school • Ungraded primary classes
Intermediate (3 – 5)	• Ungraded classes • Accelerated content • Tutors or mentors
Middle School (6 – 8)	• Three years in two • Senior high classes for credit • Independent study
Senior High (9 – 12)	• Extra classes for credit • Credit through tests • Honor/AP Classes • Correspondence Courses • Early college admittance • Dual enrollment

Another widely accepted acceleration approach is early admission to college. It is usually used in conjunction with advanced placement courses taught on the high school campus. Many colleges accept high school students for early part-time admission if they show sufficient ability and maturity.

Although not generally recommended, acceleration at an extreme level can include moving a student through entire grades or "grade skipping", and should be allowed only when all other options have been exhausted. When grade skipping is being considered as an educational option for the student identified as intellectually gifted, several areas should be considered:

1. Has the student mastered all content at grade level?
2. Is the student completing work at a level commensurate with his/her ability?
3. Does the student complete tasks quickly as well as accurately and seem to have a great deal of free time?
4. Does the student seem bored, refuse to do assigned tasks, or seem to be a behavior problem?
5. Is the student advanced emotionally?
6. Does the student relate well with older students?
7. Is there a sibling in the next grade?
8. Is the receiving teacher comfortable with the student moving to his/her classroom?

9. Do the parents agree with the accelerated program?
10. Have all supplemental materials and activities been exhausted?
11. Is the student well above his/her age peers in abilities, knowledge, or talents?

Accelerating a student from grade to grade requires considerable planning and careful monitoring. Because every student identified as intellectually gifted does not need or benefit from acceleration, careful analysis of individual differences should take place prior to using this option.

Grouping is an arrangement whereby students identified as intellectually gifted are placed in groups which bring them in contact with others of similar abilities and interests. It should be noted that simply grouping students identified as intellectually gifted together without changing the curriculum or the manner in which these students are taught cannot be expected to produce any substantial changes. Coupled with differentiated curriculum and methodology, grouping affords students identified as intellectually gifted opportunities to relate and to be challenged by their intellectual peers. Formats for grouping may include the following:

1. Cluster grouping within a class
2. Alternative classes or schools
3. Seminars
4. Resource programs or centers
5. Mini-studies

Guidance should be an integral part of the program for students who are intellectually gifted and provide experiences which promote realistic self-appraisal, better understanding of self and peers, greater sensitivity and awareness, and personal and career goals. The most effective means of including guidance-type issues is through the integration of the goals and processes of guidance into the instructional program. When necessary, individual conferences may be utilized.

EDUCATIONAL OPTIONS FOR PROGRAMMING

Educational services suitable for the intellectually gifted may be offered singularly or in combination with other alternatives. In all instances, students should be placed in the least restrictive environments available. Services may be categorized into those that take place within the general education classroom setting (intra-classroom) and those that are provided outside the general education classroom (extra-classroom).

Intra-Classroom services require that the classroom teacher assume the responsibility for working with the student who is intellectually gifted within the regular school day and provide instruction designed to meet the individual needs of the student. In many instances, intra-classroom services require the teacher to compact the curriculum for the student. Compacting involves pre-testing the student to determine content he/she

knows, removing what is mastered from the curriculum, and teaching only the content not mastered by the student. The time gained through compacting is one means to provide time during which the student may be involved in the options chosen during the IEP Team meeting. Sample intra-classroom options educational services might access include:

1. **Independent Study (Flexible Scheduling): —** Opportunities for the student to engage in exploratory study or pursue closely defined in-depth projects. This is especially effective if the student has an opportunity to make use of flexible amounts of study time for those experiences that meet a student's individual needs.

2. **Team Teaching**: **—** A team teaching approach, using general education personnel with specific expertise in a particular area can be utilized. Teams of two or more teachers can work collaboratively in the planning, implementation, and evaluation of a student's program. Such teaming can provide increased flexibility in working with different groupings of students in terms of those students' specific abilities and interests. Teaming can provide longer blocks of time within which students, identified as intellectually gifted, may work in small groups or on an individual basis with the team personnel available to assist the students.

3. **Advanced Classes/Honors**: **—** Classes designed for those students of advanced ability may engage in an in-depth study, accelerated study, enrichment, guidance, or any combination thereof.

NOTE: Advanced and honors classes are typically provided through general education curriculum. If these courses meet the educational needs of the student who has been identified as Intellectually Gifted, that student would not require or show need for special education services.

4. **Supplemental Learning Materials**: **—** Individual materials may be made available to encourage the students to pursue areas of individual interest. Self-directed and self-paced student learning is also included here.
5. **Classroom Contract**: **—** The contract learning system is a favorite of students and teachers because it provides a student/teacher approach as opposed to teacher-centered mode of instruction.
6. **Cluster Grouping**: **—** Small clusters of students who have similar interests and abilities can work together on specific tasks. Seminars of interest to those particular students can provide time to stimulate the thinking or exploration in particular fields of interest. Cluster grouping should not be construed to mean that these students would remain together for long periods of time (such as a self-contained situation). Each student must have an individual program geared to meet his/her particular needs, although the sharing of activities, ideas, or projects can be beneficial to students with similar gifts or talents.

7. **Multi-Age Grouping**: **—** Students of advanced ability may benefit from opportunities that allow them to work in groups of varying time duration with students from other grade levels who have similar interests and abilities. Such arrangements can be on a part-time basis, usually during the period when that student has mastered the skills being presented or developed in the general classroom setting.

Extra-Classroom services are learning opportunities that exist as a supplement to the general education classroom program within the regular school day. A specially trained teacher who works with students who are identified as intellectually gifted and whose responsibilities include designing and implementing the extra-classroom aspects of the Individual Education Program should provide these options. Extra classroom options may necessitate the removal of the student from the general education classroom for a portion of the school day. Extra-classroom educational options include:

1. **Resource/Interest Development Centers**: **—** Sites created for students who need to become involved with materials focusing on a specific subject area (mathematics, science, social science, language areas, or a combination of these and other areas). These centers should be developed to encourage higher cognitive and affective levels and processes. Curriculum development should be based on student knowledge and interest, the development of higher levels of thinking and creativity, and motivation of the students who may be "underachievers". The students should work individually or together while pursuing their own interests, or on a contractual agreement under the supervision of an advisor or teacher.
2. **Itinerant Teachers**: **—** Educators with experience and expertise in the area of education of students who are gifted. In rural areas or small districts, the itinerant teacher may be available to several school systems and provide learning experiences for students identified as gifted on a regular basis.
3. **Mentorship (Tutorial)**: **—** Individual students may work with an assigned adult, other resource person, or consultant on a regularly scheduled basis. Special care must be taken in matching the student's needs in an area of independent study with a person having particular expertise in that area or field or the ability to relate to the student. This is especially suitable for involving those persons in the community who can volunteer time, expertise, and knowledge in various career fields.
4. **Student Internships**: **—** Students may be provided opportunities to learn on-site in a field study or practical relationship with a mentor. Resources may include persons in the professions, business, industry, arts, and many other areas. The study effort represents a learning opportunity for the student who possesses demonstrated or potential ability. This should not be confused with any general work program intended to earn money while attending school. This type of relationship is more in the form of an apprenticeship and is suitable for high school students.
5. **Community Resources (Talent Bank)**: **—** The local school and community represent a rich resource of human talents in a variety of different areas. Once that population has been identified, a "talent bank" listing of persons' specific skills,

interests, aptitudes, etc., could be compiled. Consultants can be matched with students who share similar talents or interests for a short-term enrichment experience.

6. **Explorations**: **—** Visits to areas of special interest for use as learning resources. A museum, cemeteries, industrial plants, technological exhibits, archaeological dig sites, theatre, and period home tours represent examples of these learning resources.
7. **Seminars**: **—** High interest presentations by a teacher(s) or community person(s) on a variety of topics. Seminars should be attended voluntarily by interested students to stimulate further individual or group study.
8. **Summer School Activities**: **—** Short-term, intensive learning experiences for students identified as gifted. These experiences should serve to expose students to exceptional teachers, to encourage short-term interaction with other students identified as gifted, and to develop skills necessary for further advancement in the regular school year.
9. **Off Campus Enrollment (Dual Enrollment) or Advanced Placement**: **—** Secondary level students of high academic ability may benefit from opportunities to engage in specific subject area studies or experiences. These experiences may qualify these students, upon successful examination, to achieve advanced standing in those colleges participating in the advanced placement program.

GIFTED EDUCATION IN PRE-SCHOOL

Section 10

DETERMINATION OF NEED FOR SERVICES — (AGES 3 – 5)

ASSESSMENT

Because children come from widely varying environments, it is important that caution is exercised when assessing the ability of children who have not yet enrolled in school. Use a variety of sources of information (developmental history, anecdotal notes, observations, formal and informal assessment instruments, parent and caregiver input). Be cautious not to over-interpret standardized assessment results. Scores obtained by young children may not be as reliable as those obtained by school age children.

ELIGIBILITY

The following questions are offered as a beginning point to assist the IEP Team in determining whether special education services are required. This is not intended to be an exhaustive list. The IEP Team is encouraged to consider all relevant information.

1. To what extent has this child mastered developmental tasks at an advanced level?
2. To what extent does this child access supplemental materials and activities?
3. To what extent does this child have access to intellectual peers in any environment?
4. What unique interests or abilities (such as advanced reading or communication skills) does this child have?
5. What enrichment activities are available in the child's home?
6. What enrichment activities are available in the child's community?
7. How unique is this child from other children his/her age?
8. What are the sources of encouragement in this child's environment?

PROGRAMMING OPTIONS FOR PRESCHOOL CHILDREN

The following programming options should be considered when making recommendations. These service options are most frequently recommended for preschool children, who are identified as intellectually gifted, and should not be considered a finite list. Options are limited only by the needs of the child and the creativity of the IEP Team. The first priority must be a happy, successful school experience for the child.

1.	**PARENT TRAINING:**	Provide training for parents.
2.	**MATERIALS:**	Provide appropriate materials and information related to resources for parents.
3.	**SCHOOL LIBRARY PRIVILEGES:**	Allow parent to bring child to school library on a regular basis to check out books.
4.	**DIRECT INSTRUCTIONAL SERVICES:**	Provide small group or individual instruction on a regularly scheduled basis.
5.	**EARLY ADMISSION TO SCHOOL:**	Research has shown that early admission to school is advantageous for the child identified as intellectually gifted, and who is within one year of the ordinary school entrance age and is generally mature for his/her age. It is imperative that the child's requisite emotional, intellectual, physical and social development is at such a rate that early entrance allows for positive growth. If early admission is an option chosen, the IEP Team should review progress no later than the first grading period. The IEP Team should be aware that a child who is admitted early may need additional support services and counseling throughout or at any time during his or her school experience.

Intellectually Gifted

Appendices

Note: Child Find, Screening, and Assessment Resources and Forms are available for Gifted Screening and Evaluation Teams upon request. Contact Division of Special Education at toll-free number: 1-888-212-3162.

Appendix A

TEST PUBLISHERS—ASSESSMENT INSTRUMENTS

Assessment Instruments for Gifted

(Published Instruments)

INSTRUMENT & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Comprehensive Test of Nonverbal Intelligence (CTONI)* *AGS*	Cognition	Ages 6 – adult	Individual	Placement	A nonverbal assessment recommended for individuals who are bilingual, ESL, economically disadvantaged, or deaf. Special efforts were made to eliminate sources of cultural, gender, racial, or linguistic bias. **
Williams Scale of Divergent Thinking -- Creativity Assessment Packet (CAP) *Pro-Ed*	Creative Thinking	Ages 6 – 18	Individual	Placement	
Das-Naglieri Cognitive Assessment System (CAS)* *Riverside Publishing*	Intelligence	Ages 5.0 – 17.11	Individual	Placement	Facilitates the identification of giftedness. Special attention was paid to making the *CAS* fair for minority groups.**
Differential Ability Scales (DAS)* *The Psychological Corporation*	Cognition Achievement	Ages 2.6 – 17.11	Individual	Placement	Out-of-level use is allowed making this test especially useful for children high in ability.
Gifted and Talented Evaluation Scale (GATES) *Stoelting*	Gifted behaviors	Ages 5 – 18	Individual	Screener	
Gifted Evaluation Scales (GES-2) *Hawthorne*	Academic Performance	Grades K – 12	Individual	Placement	
Group Inventory for Finding Creative Talent (GIFT) *Educational Assessment Service*	Creativity	Grades 1 – 6	Individual	Screener	Must be scored by publisher but cost is included in purchase price. Recommended for all populations.
Iowa Acceleration Scale A Guide for Whole-Grade Acceleration K-8 Gifted Psychology Press, 1998	General information, critical items, school history, prior ability and achievement test results, prior professional evaluations, academic ability and achievement, school and academic factors, developmental factors, interpersonal skills, attitude and support, and a summary and planning sheet.	Grades K – 8	Individual	Programming	A tool designed to guide educators in making important decisions regarding whether a particular student is a candidate for whole-grade acceleration (grade-skip). The IAS provides a structured format to guide a child study team in the discussion and decision about the type of acceleration that might be most appropriate for a given child.

INSTRUMENT & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER or PLACEMENT INSTRUMENT	COMMENTS
Kaufman Assessment Battery (K-ABC)* *AGS*	Cognition	Ages 2.5 – 12.5	Individual	Placement	Nondiscriminatory assessment was a major consideration in developing the K-ABC. Not recommended for placement since standardized in 1983.
Kaufman Assessment Battery for Children—Second Edition (K-ABCII)	Cognition	Ages 3.0 – 18.0	Individual	Placement	New Verbal Ability scale replaces original Achievement scale, theoretical foundation from Luria's neuropsychological model and CHC approach. Co-normed with KTEA-II. Culturally fair and linguistically fair.
Kaufman Brief Intelligence Test (K-BIT) *American Guidance Service*	Intelligence	Ages 4 – 90	Individual	Screener	Recommended as an instrument for screening to identify gifted students. **
Leiter-R *Stoelting*	Cognition	Ages 2.0 – 20.11	Individual	Placement	A nonverbal assessment specially suited for disadvantaged, ESL, and hearing impaired. Shows exceptional fairness for all cultural and ethnic backgrounds.
Naglieri Nonverbal Ability Test - Multilevel Form (NNAT) *Harcourt Brace Educational Measurement*	Cognition	Grades K –12	Group or Individual	Group-Screener Individual-Placement	Effective for identifying gifted and talented students from diverse cultural groups.
Raven's Progressive Matrices *The Psychological Corporation*	Cognition	Ages 5 – 11	Individual	Placement	A nonverbal assessment, the *Advanced Progressive Matrices* is recommended for gifted.
Scales for Rating Behavioral Characteristics of Superior Students (SRBCSS). Also known as the Renzulli-Hartman Scales. *Creative Learning*	Gifted behaviors	Grades 1 – 12	Individual	Screener	LEA must develop local norms to use this scale for eligibility determination.
Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)-Revised Publication: 2001 *Pro-Ed, Inc.*	Aptitude, achievement and reasoning	Ages 5.0 – 14.11	Group or Individual	Screener	There are two versions: one for grades K-3 and one for grades 4-8; Provides percentile scores for general education and gifted populations by age; includes subtests for language arts/social studies/mathematics/science reasoning
Stanford-Binet Intelligence Scale -IV (SB-IV) *Riverside Publishing*	Cognition	Ages 2 – adult	Individual	Placement	Less emphasis on visual-motor or timed performance test items and more emphasis on language measures of intelligence
Stanford-Binet Intelligence Scale -V (SB-V) (Fall, 2003) *Riverside Publishing*	Cognition	Ages 2 – 85	Individual	Placement	Changes include: • 5th factor (Visual-Spatial Processing) • Nonverbal (low verbal) Scale • Change-sensitive Scores • Abbreviated IQ (for screening) • Extensive low- and high-end items • Enhanced child-friendly manipulatives for assessment of preschool children
Test of Early Mathematics Ability (TEMA-2) Second Edition *Stoelting*	Achievement	Ages 3 – 8.11	Individual	Placement	Described as "…a test that can be used to…identify gifted students."
Test of Mathematical Abilities for Gifted Students (TOMAGS) *Prufrock Press*	Achievement	Grades K – 6	Either	Placement	

INSTRUMENT & PUBLISHER	AREA ASSESSED	GRADE OR AGE RANGE	GROUP OR INDIVIDUAL	SCREENER OR PLACEMENT INSTRUMENT	COMMENTS
Test of Non-Verbal Intelligence -3 (TONI-3) *Prufrock Press*	Cognition	Ages 5 – 85	Either	Placement	Ideal for schools seeking a bias-free, culture-free instrument for identifying gifted and talented students as young as age five.
Torrance Tests of Creative Thinking (TTCT)- Figural and Verbal *Scholastic Testing Services*	Creative Thinking	Figural: K – adult. Verbal: 1 – adult	Either	Placement	
Traits, Aptitude, Behaviors (TAB)*University of Georgia*	Gifted behaviors	Grades K – 12	Either	Screener	Requires training before using. Excellent for underrepresented populations.
Universal Nonverbal Intelligence Test (UNIT) *Riverside*	Intelligence	Grades K – 12	Individual	Placement	Unprecedented fairness for individuals with culturally diverse backgrounds.
Wechsler Intelligence Scale for Children-III (WISC-III)* *The Psychological Corporation*	Intelligence	Ages 6 – 16.11	Individual	Placement	
Wechsler Intelligence Scales for Children (WISC—IV) (Wechsler. 2003)	Intelligence	Ages 6 – 16.11	Individual	Placement	▪ Improved reliability and validity ▪ Improved floors and ceilings on all tests ▪ Culturally fair ▪ Spanish translation (available in 2004)
Wechsler Preschool and Primary Scale of Intelligence III (WPPSI – II) *The Psychological Corporation*	Intelligence	Ages 2:6 – 7:3	Individual	Placement	

Appendix B

REFERENCES AND RESOURCES

REFERENCES AND RESOURCES

Alabama Department of Education. (1998). Instructions for Determining Eligibility of Students Referred for Gifted Services.

Alvino, J. (1985). Parent's Guide to Raising a Gifted Child. New York: Ballentine Books.

Armstrong, T. (1994). Multiple Intelligences in the Classroom. Alexandria, VA. Association for Curriculum and Supervision.

Betts, G. T. & Nelhart, M. (1988). "Profiles of the gifted and talented." *Gifted Child Quarterly,* 32(2), 248-253.

Birely. (1995) Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled. The Council for Exceptional Children, Reston, VA. The Council for Exceptional Children.

Brantley, G. dir. (1998). Screening Process for Hope Academy for Gifted Children. Denver, CO.

Brodsky, R. ed (1997) Use of Multiple Criteria for Identifying Gifted Students, Gifted Education Supplement, Bloomfield Hills, MI. Roeper Review.

Callahan, C & McIntire, J. (1994) Identifying Outstanding Talent in American Indian and Alaskan Native Students. Javits Gifted and Talented Education Program. USDOE.

Clark, B. (1997). *Growing Up Gifted.* 5th ed. Upper Saddle River NJ. Merrill-Prentice-Hall.

Clark, Barbara (1994). *Growing Up Gifted.* 4th ed. New York: Merrill Publishing Company.

Coangelo, N. & Davis, G. eds (1997). Handbook of Gifted Education, 2nd ed. Boston, MA
AIlyn and Bacon.

Coleman, M. R. & Gallagher, J. Guides for Best Practices in Education of Children Who Are Gifted (draft).

Cowan, Ruth. (1996). Multiple-Criteria Identification Management System, Georgia Public Schools.

Cramer, Roxanne (1988). "Gifted traits can cause classroom problems." *Gifted Children Monthly,* 9, 18.

Delisle, James R. (1992). *Guiding the Social and Emotional Development of Gifted Youth.* White Plains, N.Y.: Longman Publishing Group.

Detroit Public Schools. (1997). Parent Observation Checklist. Detroit, MI. Academic Task Force, Gifted and Talented Education.

Ford, D. (1994) The Recruitment and Retention of African American Students in Gifted Education Programs. National Research Center on the Gifted and Talented. (RBDM 94 06).

Gardner, H. (1983). Frames of the Mind. New York. Basic Books, Inc

Gardner, H. (1993). Multiple Intelligences: The Theory into Practice. New York. Basic Books, Inc.

Genshaft, J., Birely, M. & Hollinger, C. eds. (1 995). Serving gifted and Talented Students: A Resource for School Personnel. .Austin, TX. Pro-Ed.

Georgia Department of Education. (1996). Resource Manual for Gifted Education Services.

Implementing Multiple Criteria for Identifying Gifted Students. (1996) Georgia Public Schools.

Johnson, S. (1997). Assessment Beyond Definitions. Peabody Journal of Education, 72 (3&4) 137-153. Lawrence Erlbaum Assoc., Inc.

Louisiana Department of Education. (1996). Guidelines for Identification of Gifted Children. Baton Rouge, LA.

Nebraska Department of Education (1997). Procedures for the Identification of High Ability Learners. Lincoln, NE.

Northwest Education (1997). The Challenge of High Ability Students. Northwest Regional Educational Laboratory.

Roeper Review. A Journal on Gifted Education. Copyright 1999-2002 by the Board of Trustees of the Roeper School P.O. Box 329, Bloomfield Hills, MI 48303
Available online: http://www.roeperreview.org/

Rycraft, J. (1990). Behind the Walls of Poverty: Economically Disadvantaged Gifted and Talented Students. Early Child Development and Care: 63, 139-147.

Slocumb, P. & Payne, R. (1 998). Removing the Mask: Giftedness in Poverty. (Revised

Edition). Highlands, TX. RFT Publishing Co.

Swassing, Raymond H. (1985). *Teaching Gifted Children and Adolescents.* Columbus, Ohio: Charles E. Merrill Publishing Company.

Tennessee State Department Requirements for Teaching Personnel in Gifted Education. 0520 -1 - 2-.03--Tennessee Code Annotated. (Attached)

Torrance, P. & Sisk, D. (1997). Gifted and Talented Children in the Regular Classroom. Buffalo, NY. Creative Education Foundation Press.

VanTassel, J. & Baska. (1992). Planning Effective Curriculum for Gifted Learners. Denver, CO. Love Publishing Co.

Whitmore, Joanne R. (1980). *Giftedness, Conflict, and Underachievement.* Boston: Allyn and Bacon, Inc.

Winebrenner, S. (1992). Teaching Gifted Kids in the Regular Classroom. Minneapolis, MN. Free Spirit publishing, Inc.

CHILDREN'S RESOURCES

Challenge, P0 Box 55882, Boulder, CO 80323-5682.

Child Ufe, P0 Box 567B, Indianapolis, In 46206.

Cricket, Cricket League, P0 Box 100, LaSalle, IL 61301.

Ebony, Jr, 820 Michigan Ave., Chicago, IL 60605.

Gifted Children Monthly, P0 Box 115, SeweII, NJ 08080.

The Weewish Tree, American Indian Historical Society, 1451 Masonic Ave., San Francisco, CA 94117.

ORGANIZATIONS

Council for Exceptional Children. Gifted and Talented Division. (CEO). Arlington, VA.
Available online: www.cec.sped.org/gifted

National Association for Gifted Children (NAGC).
Available online: www.nagc.org

Tennessee Association for the Gifted. (TAG)
Available online: www.tag-tenn.org

Tennessee Initiative for Gifted Education Reform. (TIGER)
Available online: www.giftedtn.org/tiger

ADDITIONAL WEBS ITES

Academically Gifted Education.
Available online: www.etro33.usl.edu/coledu/deprog/coe/gr-progs/ac-gifted

Davidson Institute for Talent Development
Available online: www.davidson-institute.org.

Duke University Talent Identification Program
Available online: http://www.tip.duke.edu/

Eric Clearinghouse on Disabilities and Gifted Education, Arlington, VA.
Available online: http://ericec.org/ and www.ed.gov/databases/Eric_Digests

Gifted and Talented Instruction Resources.
Available online: www.ops.gifted/gt.pro.html

Gifted Child Society.
Available online: www.gifted.org

Gifted Children.
Available online: www.exxnet.com/gifted/html

Yahoo! - Education: K-12: Gifted Youth.
Available online: www.yahoo.com.text/education/k_12/Gifted_Youth

STATE DEPARTMENT REQUIREMENTS

Teaching Personnel in Gifted Education

0520 – 1 – 2 – 03 – Tennessee Code Annotated

(7) Teaching Personnel in Gifted Education

(a) A teacher providing specialized instruction as provided in a valid IEP to eligible intellectually gifted students shall meet the following employment standards:

1. A teacher shall have completed six semester hours or the equivalent thereof including the nature and needs of gifted students and methods of teaching gifted students.
2. A teacher must be endorsed in the appropriate content area and at the appropriate grade level or must hold the special education endorsement.

(b) A teacher who is endorsed in the appropriate content area and at the appropriate grade level may work in concert with a consulting teacher who has both the special education endorsement and the six semester hours or equivalent in nature and needs and methods of teaching gifted students.

(c) Approved training shall consist of college or university course work or other training, which has received prior approval of the Commissioner of Education or designee.

In lieu of the employment standards set forth in the preceding items, teachers will be permitted to teach eligible intellectually gifted students if they served such students prior to July 1, 1988, and held the special education endorsement prior to September 1, 1989.